

Red Cross Seeks 80 Graduates

Foreign Jobs Open With Armed Forces

The American Red Cross is in immediate need of 80 recreational workers (women) for their Supplemental Recreation Activities Overseas Program. This program provides leisure time activities for United States troops serving in remote areas all over the world including Korea, Europe and North Africa.

Salaries start at \$255 a month; the classification and salary depending upon the training and experience of the applicant.

Maintenance from \$80 to \$90 per month, travel, and a \$100 uniform allowance are provided. The tour of duty is 24 months with double credit given for time spent in Korea.

Preference is given to college graduates between 23 and 30, who have special aptitude for group recreation in such fields as music, dramatics, and art.

CAREER POSITIONS

Persons completing a successful tour overseas will be eligible for assignment in the United States in other services in the American Red Cross on a career basis.

Recreation workers positions are classified under a modern personnel plan based on a study of duties and responsibilities. Periodic salary increases are given for satisfactory work performance.

Many other positions are open for both men and women with beginning salaries up to \$402 a month. Interested students may apply to the Director of Personnel, Pacific Area, American Red Cross, 1550 Sutter street, San Francisco 1.

Golden Gater

Vol. 62, No. 5

San Francisco, Friday, July 29, 1955

Page 1

'M. A. Program Expansion Expected Soon' --- Feliz

Many New Fields of Study Will Be Included

An "occupationally centered curriculum" for the Master of Science degree seems to be in the offing, according to the office of Dr. George Feliz, co-ordinator of graduate studies and professor of economics.

The M. A. program, which now by State requirements is limited mainly to those in the field of teaching, may soon be expanded to include such professional fields as business and applied psychology.

The expanded program, if and when it is approved, would remain a "terminal degree." In other words, it is not considered preparation for higher (doctoral) degrees.

Any expansion of this kind must first have approval of a long series of boards and committees of the State of California, according to Mrs. Ruth Aubrey, graduate study secretary.

The recommendation goes to the Council of State College Presidents this month.

San Francisco State College made application to the State for approval of a "liberal arts" M. A. program, following a recommendation of the State College Accreditation Committee, which tours the colleges every fifth year.

A committee on "Restudy of the Needs of California in Higher Education" also recommended that M. A. curricula be developed in liberal arts subjects closely related to the occupational programs set up.

Of the 1800 active candidates for the M. A. degree at S. F. State, some 14-1500 are in the Education division.

According to the college, the M. A. degree

"generally" may be granted "only to those who hold a valid California teaching credential, or have completed all the requirements for one."

Exceptions include foreign students who are, because they are not U. S. citizens, ineligible to receive a teaching credential in California; teachers from out-of-state, and those who can show they are preparing to teach in institutions not requiring a teaching credential.

Within this teaching requirement, many major fields are offered in the M. A. program. These include:

Business, including concentration in world business; business education; art; creative arts education; drama; industrial arts education; music; music education; radio-television; English, with concentration in literature; language arts; speech (public speaking); biological science; physical science; physical education; and social science, with concentration in individual fields of social science.

In addition, a wide array of education majors are available, either unspecialized or with one of the following concentrations:

Early childhood education (nursery school, kindergarten, and primary teaching); elementary education; elementary administration and supervision; secondary education secondary administration and supervision; pupil personnel services; education of exceptional children (special education); and psychology.

The procedures involved in filing application are changed, effective beginning the fall, 1955, semester. The complete procedure is published on page 2 of today's Gater.

Memorial Fund To Honor Late Department Head

A Florence Stephenson Memorial Fund is in the process of being established, in honor of the late head of State's Women's P. E. department, and for more than three decades one of California's outstanding educators and promoters of student welfare.

A special committee consisting of Dr. Doug Fessenden, head of State's P. E. department, Richard Boyle and Blanche Drury, State P. E. instructors, has been temporarily organized to set the groundwork for a permanent committee when the drive goes into full swing in the fall.

The idea of the memorial fund was hastened by the many requests of students, former students, friends and colleagues from all over the state, and from contributions of all sizes which have already begun to come in, according to Boyle.

But the drive has only started, and a plea is being sent out by the committee for contributions of any amount. Although there has been no decision arrived at as to exactly how the fund will be used, a definite decision will be made by the permanent committee in the fall.

All contributions may be mailed to Richard Boyle, P. E. department, San Francisco State College.

Books Are Still Needed

Anyone wishing to make a donation of books for use in Asia may do so by taking them to Dr. Hugh C. Baker's office, Room 170, Administration Bldg.

Exhibit of Early Fashions Now at de Young Museum

By COSTANZA ILACQUA
Gater Feature Editor

"I Remember Mama," an exhibition of California dresses and accessories of the late Victorian and Edwardian periods, is open to the public during the month of July at the M. H. de Young Museum in Golden Gate Park.

Most of the costumes have been donated to the museum within the last ten years and are being shown to the public for the first time.

This exhibit is especially rich in beautiful formals, but it also includes daytime attire petticoats, hats, and parasols.

Dr. Elizabeth Moses, Curator of Decorative Arts at the de Young Museum, with the assistance of the Northern California Display Association, arranged the exhibit.

Dr. Moses, in an interview for the Gater, personally conducted through the exhibit, gave her opinion on the dresses shown.

MODE OF THE 80's

The dresses of the 1880's had tight bodices and narrow shoulders, with the emphasis on richly draped skirts and bustles. Very beautiful materials were used in making the dresses.

One of the 1880 dresses on exhibit was of black, ivy-patterned lace over rust silk, with a well-draped bustle, high neck, and three-quarter sleeves, and a high neck.

"A lot of thinking went into these dresses," said Dr. Moses. They were not just thrown together as ours are today.

In the "Gay 90's" there was complete silhouette change, with the emphasis on wide shoulders, leg-of-mutton sleeves and simple bell-shaped skirts.

White and pastels replaced the dull colors of former eras, contributing to a more feminine look.

HATS WERE STYLISH

Hats were growing, but were still small. Most of the ones in the exhibit seemed to be made of velvet in many shades of one color. One notable exception in the exhibit was a very large white lace hat trimmed with white beaver, pink and white roses, and a very large pale blue bow.

Dr. Moses pointed out a dress in the style of the 90's having black and white striped velvet sleeves and underskirt, a lavender bolero, and a lavender skirt having patterned cut-outs showing the black and white underskirt. An aqua chiffon filled in the front of the blouse and the cuffs. This was the "art nouveau" style inspired by the paintings of that time.

Nineteen hundred brought the "blouse," which could be found in very matronly dresses and in the tailored shirtwaist immortalized by Charles Dana Gibson in his "Gibson Girl."

Skirts were flaired, and

(Continued on Page 3)

Kapers Disc Is Now Available

The Kampus Kapers '55 LP recording is now available in Mr. Jules Irving's office in CA 114.

In order to receive a copy of the LP recording, the receipt that was signed by Mr. Irving must be presented.

Mr. Irving's office hours are from 11 a. m. to noon, Monday, Wednesday and Friday.

Calendar

FRIDAY, July 29—Night life tour of San Francisco (for those over 21), meet at 44 4th St. at 8:30 p. m.; price, \$7.15; deadline for sign up in ASSFSC office is July 26. Sports and swimming, 3-5 and 7-9 p. m. "Bernardine," repeat performance at 8:30 p. m., Main Auditorium, CA building.

WEDNESDAY August 3—Free movie, "Bend of the River," Main Auditorium, CA building, 8:30 p. m.

23 Scholarships Are Confirmed

Dr. Rothstein, scholarship evaluator for Dean Cain, today confirmed the issuance of 23 annual scholarships from the Northern California Elks organization. The awards, given to people from all over the State covered attendance at San Francisco State College and Los Angeles State College. A number of the recipients came from such far away places as Eureka, Fresno and Chico.

Two of the awardees, Mrs. H. Graham of Fresno and Mrs. E. Penn of Avenal, attended the college on a Speech Correction Scholarship. All the awards became effective during this summer session.

Two scholarships are available for the tenth internship for public affairs on September 19, 1955.

The graduate program is in city management and other administrative positions throughout the State of California.

Interested students are advised to contact Dr. Paul Ashby or the Coro Foundation, 821 Market street.

Richfield Will Present Display on Conservation of Oil Resources

Summer session students will be taken on a "trip" deep into the earth on Wednesday, August 3, to see in action the powerful forces which produce one of the State's most valuable natural resources.

That resource is oil, and the view of how the vast underground pressure is pushed to the surface will be provided at a meeting in Room 101, Science building, San Francisco State College, by means of an actual working model of a typical California oilfield.

Operating the model will be a Richfield Oil Corporation petroleum engineer who will demonstrate how experts can recover large quantities of the "black gold" lost under production methods followed in many California fields today.

The engineer will literally

produce wells sunk into the simulated oil-bearing rock structure to show the techniques experts have developed to avoid losing as much as three-fourths of the oil originally in the pool.

Necessity of halting such loss will be pointed out by a Richfield spokesman who will address the meeting.

Oil, he will point out, is an exhaustible and irreplaceable natural resource—it cannot be reproduced and it can be used only once.

Everyone is invited to attend.

Book Drive Successful

Many textbooks for Asian students have been received by the Overseas Student Advisor's office, as a result of the recent appeal in the Golden Gater, according to Miss Mary Tabushi.

Mrs. Stephenson Passes Away

Funeral services for Florence Hale Stephenson, co-ordinator of the women's physical education department, were conducted Thursday, July 14, at the N. Gray & Co., funeral home.

Mrs. Stephenson had been ill since April. She died in Stanford Hospital on Tuesday, July 12.

The late co-ordinator was appointed to the college faculty in 1918, and was promoted to a full professorship in 1919.

College President J. Paul Leonard telegraphed Mr. Robert L. Stephenson, the late Mrs. Stephenson's husband:

"The contributions Mrs. Stephenson made to her students, the college, and her profession will remain permanently a part of San Francisco State College. Her counsel, friendliness, and distinctive contributions will be greatly missed. All who knew her respect her memory and send you our deep sympathy."

Mrs. Stephenson is also survived by a sister, Marthy Molendyk, and a brother, Edward F. Hale.

EDITORIAL

A Priori Comments on Activities Puzzling; Indicate Unanimity

Over an irate cup of coffee a group of students comprising what is ordinarily called a "table" in our College Union were discussing the Summer Lecture Series.

The gist of their conversation (they were fairly unanimous, as students more bent on mutual acceptance than on meaningful conversation frequently are) was that it was unfortunate that so few students found time to attend the Summer Lecture Series, which features outstanding "platform personalities" with no admission charge.

Of course, we agree with this sentiment. But this "table" went on to say that it was a pity that our student body was so apathetic. We no longer agreed, and almost felt constrained to argue the matter with them (we would have, were it not for the social repercussions of disagreement; we were not worried for our own sake, but if we had disagreed with these students, they necessarily would have been torn between their earlier convictions and the natural desire for mental conformity).

We have often heard of apathy in student activities, but never before about a lecture series. We have never felt that one group may decide what another, larger one wants to do and then, on finding that the larger group doesn't do what is expected of them, may fairly use the word "apathetic." If the Rulers of the student body decided to hold a worm-eating contest, a ditch-digging marathon (for more unpleasant events, the reader may use his own imagination), and no one participated, would then the student body be properly called "apathetic?"

This leads us to one conclusion. Either the students don't know about the lecture series, or they don't care about it. Inasmuch as the first choice offends our editorial ego, we must point to the Series itself, and say that there must be something wrong with it. Perhaps the students would rather dance in the street than find out how a composer composes.

We recalled registration time. On one of the many cards we filled out, there was a question, viz, "Do you have any suggestions for the summer activities program?" And we remembered our answer. We left the space blank, having many more urgent things to do on registration day than write notes we expected might never be read anyway.

We inquired, and found (1) that we were right in assuming that our answers might never be read and (2) that most people did the same as we, and either left the space blank, or wrote "no" or "none."

There is nothing surprising, we might add, in those who haven't experienced the summer session program not having any suggestions for its improvement.

A few, however, came fully armed with suggestions. A generous sampling, meant to be suggestive rather than indicative, follows

"Study."

"Too many to list here—more musical programs, etc." (sic).

"Tennis contest."

"The procedure of registration concerning trial programs should be posted in the summer session catalog."

"Morning golf."

"Social dancing several nights per week."

"Hell, yes! Speed up the line."

"Dance with a band that offers variety and 'bop' all night long."

"Formal dance at the Fairmont Hotel."

"Plenty of dramas and recitals—vocal and piano—and tours, education of the mind."

The student body, however, was generally of one mind. The majority had nothing to say.

Since the end of the summer session is in sight, we might suggest another evaluation, and since we feel so strongly about the subject, we will open our Boiler Room (Letters to the Editor) column to the raging controversy.

We bet we don't get one letter.

'Ox Bow Incident' Draws Big Crowd

"The Ox-Bow Incident," a story based primarily on the psychology of mob rule, was presented Friday, July 22, to the students and faculty of San Francisco State College.

Due to the tremendous reception of the morning presentation in the Science building, the second showing had to be moved from the Little Theatre to the Main Auditorium.

In the morning presentation the science room was packed and many had to stand. In an-

icipation, the second showing was delayed and transferred to the Main Auditorium. An estimated 800 attended the second showing.

Walter Van Tilburg Clark, author of the novel from which the movie was made, was scheduled to speak but the lecture was canceled and will be presented on Friday, July 29, at the Science building, room 201.

The story is built around the theme of mob rule and in-

Summer Session Faculty

This is the last in a series of articles based upon the visiting faculty. Any omissions of the visiting faculty is regretted.

By JACK PENNINGTON, Gater News Editor

Language Arts Division

WILDER BENTLEY

The author of such works as "The Art of Laurence Pickett Williams" and "The Printer and the Poet," Mr. Bentley received his M.A. degree from the University of Michigan in 1930 and his Ph.D. degree from Yale University. At present Mr. Bentley is teaching at the Stockton Junior College and has taught at Oklahoma A.&M., the University of Michigan, the Carnegie Institute of Technology, the College of the Pacific and previous summer sessions at San Francisco State College.

WALTER VAN TILBURG CLARK

An A.B. and M.A. graduate of the University of Nevada, Mr. Clark has taught at the University of Nevada, Stanford University, the University of Iowa and is teaching at present at Montana State University. Mr. Clark is a renowned author and has received recognition for such works as "The Ox-Bow Incident" and "The Track of the Cat."

Physical Education Division

VIRGIL MORTON

A former ballet dancer for the Metropolitan Opera Company of New York, Mr. Morton has taught the dance in San Francisco and previous summer sessions at San Francisco State College. A man with a wide background in his field, Mr. Morton has had experience with the Soderstrom School of Dance of Denver, Colo., the San Francisco Theatre Union, the G. Pring Ballet Company of San Francisco and the American Theatre Wing of New York.

ERNEST MARECK

An A.B. graduate of San Francisco State in 1951. Ernest Mareck has taught in the Elementary Schools of Larkspur and Novato.

GEORGIA WILLIAMS

At present a teacher at Stanford University, Georgia Williams received her A.B. and M.A. degrees from Stanford University in 1947 and 1948. Her teaching background was gained at Miss Harpers School of Palo Alto, the Palo Alto High School, a previous session of Stanford University and at the Sacramento State College.

HENRY CASSADY

Mr. Cassady is teaching at the Hartnell College of Salinas at the present time and received his experience at the University High School of Oakland, the Sonoma Valley Union High School and three previous summer sessions at San Francisco State College. Mr. Cassady is a A.B. graduate of the University of California in 1935 and an M.A. graduate of UCLA in 1943.

HOWARD MUNFORD

A Ph.D. graduate of Harvard University, Mr. Munford received his B.S. and M.A. degree from Middlebury College of Utah. Mr. Munford has taught at Middlebury College since.

Natural Science Division

HARRY BUTTERFIELD

Mr. Butterfield received his A.B. and M.A. degrees from San Francisco State College and has taught at the Presidio High School, the Woodside School and two summer sessions at San Francisco State.

ERNEST EILERTSEN

A man whose teaching background was gained at the Yreka High School, the Riverside Polytechnic High School, the Modesto Junior College, the Pasadena Junior College, the City College of San Francisco and Stanford University, Mr. Eilertsen re-

quires various reactions towards this theme, and the consequences incurred.

It is a very rapid moving story and play principally upon the emotions of the audience in an attempt to indicate the effect of mob rule.

ceived his A.B. and M.A. degrees from the University of California.

ROLLIN HANSON

A B.S. and M.S. graduate of the University of Chicago, Rollin Hanson has taught at the North Dakota Agricultural College, the University of Tennessee, the Wright Junior College and the City College of San Francisco.

MICHAEL JOSEPH

At present a teacher at the San Francisco City College, Mr. Joseph is a B.S. graduate of the City College of New York and received his M.A. degree from the University of Arizona and his Ph.D. degree from the University of California in 1940.

RALPH LAKNESS

An A.B. and M.A. graduate of the University of California, Mr. Lakness received his Ph.D. from the University of California and has taught there since 1946.

THOMAS MURNEY

A man who has taught at Berkeley High School, Acalanes High School and the City College of San Francisco, Mr. Murney received his M.E. degree from the Stevens Institute.

ANN OBERLANDER

An A.B. graduate of the University of California in 1938, Ann Oberlander has taught at the Horace Mann Junior High School, Mission High School and San Francisco State College.

Social Science Division

ROY ARCHIBALD

A teacher at the College of San Mateo since 1947, Mr. Archibald received his A.B. and M.A. degrees from the University of California.

JOHN DALTON

A man whose teaching experience was gained at the University of California and San Francisco, Mr. Dalton received his A.B. and Ph.D. degrees from the University of California.

ROGER GRAY

An A.B. and M.S. graduate of the University of Colorado, Mr. Gray received his Ph.D. degree from the University of Minnesota in 1952. At present an instructor at Stanford University, Mr. Gray gained his teaching experience at the University of Colorado, the University of Minnesota, the Superior State Teachers College and Stanford University.

ROY GREEN

An A.B. graduate of San Francisco State College in 1947, Mr. Green has attended the University of Idaho and the University of California.

BERNARD KRONICK

The author of the soon-to-be-published, "Churchill, A Political Study," Mr. Kronick has taught at the University of California, the Sacramento State College and Occidental College. Mr. Kronick received his A.B. and Ph.D. degrees from the University of California.

THOMAS MCKERN

A man who has taught at the University of Wisconsin, the University of California and San Francisco State College, Mr. McKern is the author of the book, "A Glance at Statistical Procedure." Mr. McKern received his Ph.B. and M.S. degrees from the University of Wisconsin and his Ph.D. from the University of California in 1954.

JOHN ROSS

An A.B. graduate of the University of Kansas and an M.A. graduate of the University of Arizona, Mr. Ross gained his teaching experience at the University of Arizona, the University of California, the City College of San Francisco and the San Mateo Junior College.

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A. E. C. Plans for Atomic Reactor

New Nuclear Tool Planned as Aid In Medical and Therapy Research

A nuclear reactor to be built as part of the new medical center at the University of California at Los Angeles will aid science in research and cancer therapy, it was announced recently.

Several nuclear reactors have been built and operated successfully but the new one is the first designed specifically for use in medical research and therapy.

This new medical tool will provide two types of radiation—gamma rays and thermal neutrons—which can be beamed selectively at deep-seated cancers, often difficult to treat by surgery and present forms of radiation.

Gamma rays may be used to bombard malignant tissue directly. Thermal neutrons may be used in conjunction with certain injected chemicals to cause powerful but localized secondary release of radiation within the cancer tissue itself.

BETTER THAN X-RAY

The use of neutrons in reactor-type therapy has a distinct advantage over X-ray and other types of radiation therapy. Evidence indicates a greater selective absorption of radiation by malignant tissue occurs with less damage to surrounding healthy tissue.

Glioblastoma multiform, a brain tumor that infiltrates through healthy brain tissue, is a type of cancer that will be treated by this form of therapy. Preliminary studies indicate that when borax is injected into a patient with this cancer, boron from the compound concentrates in malignant tissue, and when the cancer area is bombarded with neutrons, the boron captures neutrons. This causes a nuclear reaction in the boron, releasing alpha particles which bombard the malignant tissue but are absorbed before they reach nearby healthy tissue.

In addition to clinical application of the reactor, an extensive research program is being planned. The reactor will be available to biomedical research programs.

The research program will include radiation genetic studies, the manner in which radioactive materials are deposited

in human bones, and neutron effects on tissue, particularly the lens of the eye.

Simultaneously with clinical uses of the reactor, radio isotopes, important in all phases of scientific research today can be made.

ANOTHER USE

Another use for the reactor will be the development of an economical production of electricity from atomic energy. This Sodium Reactor Experiment, a nuclear power reactor designed and now being built for the A. E. C., will be located in the Santa Susana Mountains about 30 miles from Los Angeles, and will produce 20,000 kilowatts of power in the form of heat. This energy could be converted to about 75000 kilowatts of electricity—enough to supply a city of about 10,000 people.

The new reactor will produce gamma rays and neutrons for cancer therapy, and also has been designed to serve a variety of additional medical and non-medical uses. These include the production of radio-isotopes, and radiation for experimental sterilization and preservation of food and drugs by nuclear energy.

Radio-isotopes, particles made radioactive by neutron exposure from the reactor, can be "salted" into almost any material concerned with the fields of medicine, agriculture or industry. By radioactive detection devices, these radio-isotopes can be followed or traced to reveal what goes on inside human systems, plants, processes, and machinery.

PRESERVES FOOD

The experimental use of radiation from nuclear reactors to preserve and sterilize foods and drugs is a promising field which is expected to lead to revolutionary processing methods. Research in this field has already demonstrated the possibility of increasing the "fresh" life of meat, vegetables, and dairy products by atomic radiation.

Use of radiation sterilization in the pharmaceutical field also offers a number of benefits. For example, sterilization processing requiring high temperatures which often reduce the strength and effectiveness of drugs might be replaced by radiation processing at room temperature.

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Teachers' Notes

By COSTANZA ILACQUA

The new trend in nurses training is to give all courses except clinical ones in liberal arts colleges. Following this trend, State will open its nursing program in September under the direction of Miss Evelyn Pederson. Mrs. Rheba de Tornay will also teach in this program. The program will give the R.N. and B.S. In Nursing to the student.

★ ★ ★

New members of the psychology staff this fall will be Mr. Patrick L. Sullivan, Mr. Donald Shannon, Mr. Harold E. Einhorn, and Mr. Walcott Beatty.

★ ★ ★

Robert McKean, former co-ordinator of instruction in Tulare county, will be working in the Teachers Education Program for Secondary Teachers at S. F. State this fall.

★ ★ ★

The fourth grade of the campus school went to Santa Clara county last week to visit packing houses and see how they operate. The blind and partially sighted children in the class went also. One outgrowth of the trip was a class study of California agriculture.

★ ★ ★

An interesting aspect of the Graduate Program is the method of choosing an advisor. The student picks the faculty member he wants as his advisor in the field in which he is interested, and the advisor can either accept or reject the student. In this way the bond between the student and advisor tends to be much closer.

Early Fashions On Exhibition

(Continued from Page 1)
trains were so much in favor that there developed a special technique in train management involving a delicate lifting of the skirts to slightly reveal the elaborately trimmed petticoats of silk and taffeta, which were in themselves a work of art.

STYLE ATTENTION

A very beautiful dress of the time shows the attention paid to details as well as the overall effect. The dress is white lace, with a high waistband of crushed blue taffeta, and the neckline is outlined in the same applique pattern as the skirt, with bluebells hanging from the yoke. The sleeves are plain and very full.

With the dress is a pale blue net picture hat which swoops down on the left side of the face and has pink roses under the higher brim.

A problem in setting up the exhibit was the arrangement of authentic hair styles on the mannequins. Dr. Moses solved this problem in some cases by putting the wigs on backwards.

In 1910, the blousy effect won over the tighter bodices, creating loose fitting blouses something like the Twenties.

The dresses were still long and beautifully made. They had high, loose waists, and long, loose sleeves. Many beads and jewels were on the dresses.

"In the Victorian and Edwardian periods there was an emphasis on femininity. Such a difference from now, when so many women look like tennis players. It was the time before the emancipation of women, which started more or less after the Edwardian period," said Dr. Moses, in summing up the exhibit.

The last dress in the show, an awkward, short evening gown of 1915, with a straight loose silhouette, made of gold material and lace without careful work or nice details, aptly illustrated Dr. Moses' statement.

Regulations Provided for New Masters Program

The following rules will be in effect starting this fall:

1—Student is admitted in graduate standing and files application for candidacy.

2—Major division acts upon application for candidacy: approves, defers, or denies.

2.1—In order to be approved by the division, the applicant must have:

2.11—Completed the Graduate Record Examinations;

2.12—Maintained a grade point average of 2.0 or better in all post-baccalaureate work completed within six years of application for candidacy;

2.2—Divisional action ordinarily is guided also by the following criteria:

2.21—Applicant's completion of undergraduate or other preliminary work that provides satisfactory foundation for undertaking an M.A. program (indicated by transcript, results in qualifying examinations, and interviews);

2.22—Applicant's record in preliminary examinations given by the division.

2.23—Applicant's performance in the division as an indication of promise and ability to complete the degree program.

2.4—Acceptance of candidate by related field adviser and by major adviser. A tentative program may be planned when adviser accepts candidate.

2.3—Approval means that adviser and divisional graduate committee believe applicant has sufficient promise to work toward the degree and has an academic background which qualifies him for beginning such work. Deferral means that committee is willing to reconsider action when student has fulfilled certain conditions. Denial means that applicant is not qualified for candidacy.

2.4—Notice of divisional action of approval or denial is sent to Graduate Study Office (action indicated on copy of application for candidacy), informs student and Registrar's Office of divisional action.

3—Student prepares and files contract program (application for full candidacy) in co-operation with adviser.

3.1—Adviser (or advisers) approves contract program and recommends student for full candidacy. Means that adviser has reasonable confidence that candidate will be able to fulfill all requirements for degree and will develop competencies that seem basic to substantial

improvement in candidate's professional performance.

3.2—Major division, through its divisional graduate committee, acts upon the recommendations of the major adviser. Approval means that the divisional graduate committee consider it likely that the student will be able to fulfill all college and divisional requirements and to achieve the goals that have been established for him and by him as a degree candidate. Approval should be based in part upon a reasonable assurance that the candidate thus far in his degree program has fulfilled divisional and college requirements.

3.3—Graduate Study Committee acts upon the recommendation of the major division. Approval of the Graduate Study Committee is based upon reasonable assurance of the following:

(1)—That the student thus far has complied with policies and requirements of the college

(2)—That in completing the program he will have fulfilled all divisional and college requirements; and

(3)—That the student is a satisfactory candidate for the degree. In order to obtain approval of the Graduate Study Committee, the candidate must have completed a minimum of 12 units in his degree program and must have 6 units still to complete.

Frederic Burk Nursery School To Open in '56

The Frederic Burk Nursery School and Child Care Center under the direction of the Division of Education will be completed in the spring of 1956, according to word received from the building contractor.

The school will offer courses in child care and nursery school practice and students will be able to observe and participate in the educational work of the center.

This school, as is the case with new schools being built in California, will have the added protection of being able to withstand earth tremors or quakes.

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A weekly publication of the Associated Students, Inc., of San Francisco State College, 1600 Holloway Avenue, San Francisco, Calif. Subscription rate: \$2.50 per year, 10 cents per copy. Entered at San Francisco Post Office as third class matter.

Represented by National Advertising Service, Inc., 420 Madison Avenue, New York 17, N. Y.

MEMBER

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PRESS

All letters to the editor must be confined to 250 words OR LESS.

All letters must be signed but name will be withheld from publication if requested. No letters, signed columns, or advertisements necessarily reflect the opinions of the college, the Associated Students, or the editors.

Unsigned editorials are written by and are the opinion of the editor.

Deadline for incoming publicity is one week prior to the issue in which publicity is to appear.

Dr. Lowenfeld Discusses Modern Teaching in School for Handicapped

By MAURICE K. SILVERMAN, JR.

"Medical research has succeeded in determining the factors responsible for retrolental fibroplasia (a vision defect caused by premature birth)," states Dr. Berthold Lowenfeld, superintendent in charge of California School for the Blind. Dr. Lowenfeld, in stating what new developments in treating the blind have been learned in recent years, went on to declare "there is every hope that it will be corrected in the near future."

TEACHING PROGRAMS

San Francisco State College presents programs for training teachers, supervisors, and administrators in the field of education of exceptional children.

Preparation for teaching of mentally retarded, visually handicapped, orthopedically handicapped (including cerebral palsy), acoustically handicapped, speech defective, emotionally disturbed, and gifted children is provided. In addition to pre-teaching programs, special classes and workshop for experienced teachers are presented, particularly during the summer session.

Clinical facilities in speech and hearing, reading and psychological diagnosis are available; facilities of local hospitals and schools are utilized for observation and student teaching.

The summer school program is an enrichment program. Each class is studying a unit of work based on the California courses of study—the community in grade. San Francisco harbor grade three and others.

RESOURCE ROOM

The blind children enrolled this summer are six. They are enrolled in the blind resource room. They attend regular classes and come to the resource room for special help.

There is special equipment in the resource room such as large type books, reading stands, magnifying glasses, typewriters and a tape recorder.

There are special pencils and paper for the students to use.

The type for reading is 18 to 24 depending on the need of the individual student. A dull, cream-colored paper is used as it does away with any glare that is present with regular paper.

In the resource room blind students are given orientation. The skills that are learned in the resource room are Braille reading, writing, and typing. They are given help when they require it in research on preparing a report for the class.

BRILLE IS EXCITING

"If properly presented, Braille should be just as much exciting as the printed word," according to Madge Leslie, visiting instructor—who is consultant in Education of Blind in Portland, Ore., schools.

On the campus each summer is a resource room set up in connection with the regular demonstration school, according to Mrs. Katie N. Sibert, visiting faculty instructor, who is consultant in Education of Visually Handicapped, Stanislaus County Schools, Calif.

GRADES ONE TO SIX

One in each grade from the first to the sixth are enrolled. These children go to the resource room only for the individual instruction the regular classroom teacher feels is necessary to enable the child to be a contributing, happy member of his class.

The equipment and materials are especially designed to make every day classroom work less difficult for children with serious vision problems.

The resource room serves a dual function since it is also used as a workshop for teachers who are training to become resource room teachers for the partially seeing.

Folk Singer Sam Hinton Packs Main Theatre

Over 500 people were present on Thursday, July 21, at S. F. State's Main Theatre when Mr. Sam Hinton, scientist and folk singer, charmed the audience with an hour and a half of traditional folk songs.

Mr. Hinton, who gave this reviewer the impression of being "just plain folk," started the evening by attempting a definition of folk music—"Music produced by the folk."

Hinton's first song, said to be over 400 years old, was titled "Our Good Man," or "Three Nights Drunk" told of a man's three-day drinking spree and of his wife's trickery.

"Just Plain Sam" has the typical folk singer's voice, and the ability to sell the songs that he sings, that is, almost all of the songs. The only weakness that was noticeable, besides one or two bad "twangs" on the guitar was his inability to "feel" the blues.

Sam Hinton sang two folk songs in the blues tradition. "Travelin' Man Blues," and "Frankie and Johnny." Hinton knew the words and the chords of both songs, but he did not feel the music at all. Blues must be sung from the stomach, and the singer must be able to feel the blues. Sam Hinton did not.

Josh White can sing the

blues; he feels them. Sam Hinton can not. The blues were the low point of the evening.

However, the many good things of the concert outweighed the unfortunate attempt at singing the blues.

He sang the first folk song developed in the "new world," written in 1761, "Springfield Mountain." Next, he showed the development of the song, and how the locale of the song changed from "Springfield Mountain" to "Springfield County," and how the song changed from a sad song to a "happy" song. Hinton also took two separate folk songs, "Sow Took the Measles," and "The Clarion Crow," and showed how the two songs were developed into another song, "Farmer and the Crow."

Sam Hinton sang just about the gamut of folksongs, everything from cowboy night herding songs to Southern work songs and white spirituals.

He finished the concert with a song that he said was not really a folk song, but it was clever and topical, "Talkin' Atom Blues."

The Sam Hinton "lecture," a concert in reality, was a success. We enjoyed it, and the audience received Sam Hinton well.

TIME SCHEDULE

POST SESSION—August 8-25, 1955

REGISTRATION—

Monday, August 8, 8:30-3:00.....Gymnasium
Instruction beginsAugust 9
Late registration fee goes into effectAugust 9
Last date for registrationAugust 10
Last date for program changeAugust 12
Last date for renewal of provisional credentialAugust 12
Last date for application for degree or credentialAugust 12

FEES—

Tuition\$8.50 per unit or ½ unit
Associated Student Membership\$1.00
Late registration fee\$2.00
Graduation diploma\$3.00
State fee for each credential\$3.00
Private music lessons, each\$4.00

POSITIVELY no registrations will be accepted after August 10.

UNITS OF CREDIT—

The maximum amount of credit that may be earned in three weeks post session is 3 semester units.

NEW REGULATIONS ON REFUNDS

Effective June 27, 1955

Students who register for ½ or 1 unit may not secure refunds.
August 8 and 9\$8.50 withheld remainder refunded
August 10-12\$8.50 withheld ½ of remainder refunded
August 15-19\$8.50 withheld ½ of remainder refunded

ADVISING—

Advisers are available in the gymnasium during the registration period to assist in program planning, and for any further detailed information.

ROOM ASSIGNMENTS—

All classes meet daily M-F. 3-unit courses are of 2 hrs. 40 min. duration. Classes begin at 9:00 unless otherwise noted.

BUSINESS

Course	Units	Hour	Room
s117.2	3		BSS 109
s293	3		BSS 217

CREATIVE ARTS

Course	Units	Hour	Room
Art s101	3		AI 109
Art s102	3		AI 205
			and 210
Drama s149	3		CA 106
I. A. s140.1	3	8:00-11:30, 12:00-3:00	AI 112
			and 118
Music s155	3		CA 203

EDUCATION and PSYCHOLOGY

Course	Units	Room
Education s118.1	2	ED 116
Section I		and 107
Section II		ED 114
		and 107
s104.1	3	ED 308
s131.1	3	ED 202
s134.3	3	ED 206
s134.4	3	ED 203
s160.1	3	ED 301
s201.2	3	ED 207
s186.1	3	ED 214
s287.4	3	ED 310

Psychology

Course	Units	Room
s130	3	ED 302
s150	3	ED 320

Humanities

Course	Units	Room
Hum. s30	3	BSS 125
Phil. s152	3	BSS 118

Language Arts

Course	Units	Room
Eng. s111.1-2	3	BSS 126
Eng. s143	1-3	By Arrangement
Speech s11	3	BSS 130

Natural Science

Course	Units	Room
N. S. s110	3	S 110
N. S. s184	3	S 109

Social Science

Course	Units	Hour	Room
Govt. s10-110	3	8:00	BSS 104
Hist. s10-110	3	8:00	BSS 110
Soc. s159	3		BSS 112

ABBREVIATIONS—

BSS—Business and Social Science building.
AI—Art and Industry building.
CA—Creative Arts building.
ED—Education building.
S—Science building

Passing in Review . . .

By TERRY ASHE

"What is this town, and what is the name of this place?" asks the Kilroy of Tennessee Williams' play, "Camino Real." The town is out of time, out of space, a terminal point for man, a place of departure and arrivals which is, for the playwright, "my concept of the time and world that I live in," and whose people represent "certain basic attitudes and qualities" of the human spirit.

JULES IRVING

Jules Irving creates the innocent, hopeful American hero, Kilroy, "the perennial wanderer with a heart of gold," as the playbill states. And you believe and like this sincere, humorous inquirer into life, as from the moment he appears with a grin and appeal to the audience to follow his adventures in this strange place he finds himself. One of the best scenes of the production is Kilroy's pantomime of his joyous successes as a champ, lover, baseball hero, and defender of his country extraordinaire.

JACQUES CASANOVA

Jacques Casanova is also well played by Robert Symonds, who captures the essence of this aging courtier, to whom "romance is important," as it is to Kilroy, to Quixote, and to Camille, Casanova's final love. Beatrice Manley as Camille is lovely as the disillusioned, lonely heroine who has survived her memories to live in dread of age, and yet is driven by hope for a happiness that will not pass. And Mr. Gutman, the unscrutable and cynical spectator at the spectacle

of man, is excellently created by Maurice Argent. Priscilla Pointer plays the Gypsy's daughter, Esmerelda, who offers a little warmth to Kilroy on the night before he dies.

Dr. Herbert Blau has directed this panoramic view of life with skill. His ability at creating fluid pictures on the stage has already been evidenced in the Actor's Workshop production of "The Crucible," and it is even better played in Williams' play. The music and dancing is well integrated to sustain the dream-like mood of the play.

'CAMINO REAL'

Due to popular demand, "Camino Real" has been extended through August 13, at the Marines Memorial Theatre, Friday and Saturday nights at 8:30. Tickets are available at Sherman Clay or at the Actors' Workshop, 136 Valencia St., MA 1-5901.

★ ★ ★

'BERNARDINE'

"Bernardine," Mary Chase's whimsical comedy to be given this Friday and Saturday at 8:30 p. m. in the Main Theatre, brings its audience into the private world of the adolescent male. The "Bernardine" of the play, like "Harvey," is a wishful projection of the group that congregates at the Shamrock Bar; she's "a little older, a little wiser," and enveloped in a dreamy cloud of willingness.

The creator of this heroine from "Sneaky Falls, Idaho," where the mothers ask the boys for spending money, is

Beaumont, leader of the group. Beau, played by graduate student Don Huntington, has a poet's nature, a love of the finer things, a never-failing sensitivity to the feelings of others, and a gift at recognizing the incongruous.

The most insecure of all the boys, he conceals all this under the smoothest exterior. Weldy is the first of the fellows to begin thinking independently, but it takes an in-the-flesh prototype of "Bernardine" to make him realize this.

Chuck Barringer, a second-year student at State, plays an engaging Weldy, who is serious and sincere in his search for security. As his mother, Maureen Fegan is a "modern emancipated woman, so bound up in her own problems of emotional insecurity, that she has no time or understanding to enter into her son's problems or needs.

Enid Lacey, played by Johan Rossio, represents "Bernardine" to Weldy and the gang, and through her, the boy gets his first start towards maturity.

The production is directed by Dr. J. Fenton McKenna, executive director of the college drama department. Enhanced by Mr. Arch Lauterer's multiple set, "Bernardine" guarantees entertainment to a universal audience. Tickets are on sale at the Creative Arts box office. Price 90 cents with a special 60-cent admission for student body members.

Reservations may be made by calling JUNiper 6-3536, between 1 and 4 p. m.